

Longitudinal Report Details

- *Grade Comparison*
 - *“Cohort” Comparison*
 - *“Cohort” History Comparison*
 - *School Vs. District and State by Tested Grade*
 - *GAP analysis*
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- These reports show disaggregated NECAP data over time in different ways. The reports are for NECAP data only. They do not include data for students who participated in the State's Alternate Assessment. The data is reported by teaching year. The results will be grouped by the grade the student was in during the fall testing cycle for the school the child was in during the previous academic (teaching) year. For example: for students in Hollis Primary School grade 3 for the 2007-2008 teaching year the results would show under Fall 2008 Grade 4 (testing grade) for Hollis Primary school (teaching school) not the Hollis Upper Elementary where the test was actually taken (testing school). Also note that a student's assignment to a school or district is not contingent on continuous enrollment (as it is in AYP reporting).
- If less than 10 students are tested the results are NOT reported. The source data for the reports can be found under each year's Disaggregated results teaching year in the NECAP Test Results & Interpretation Materials pages.
- There are two reports which show data for "Cohort" History. These do not represent a true cohort as some students join the school, some leave, some skip a grade, etc. Note that data will be shown for a "cohort" for a school only if instruction for a grade was given at that school. For example: Hollis Upper Elementary teaches grades 4-6. The "Cohort" history reports will only include testing grades 5-7. To see testing grades 3 and 4 results you would need to look at the Hollis Primary School report or the Hollis District report. "Cohort" history reports will not show all levels of disaggregation. For example it will not display IEP students as inclusion in a cohort is not usually consistent over time.

- *Average Index Score*
 - *Percent of students at each index level*
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Description of Index scores: Index scores are assigned to each student based on their actual scores. Progressive higher index scores are given as student near proficiency. Index scores are 0,20 (1a),40(1b),60(2a),80(2b),100, (3), 100(4).

For more information please see the following links at

http://www.education.nh.gov/instruction/school_improve/account_sys_performance.htm

- NH-ALPs Raw scores at each index level for reading, math, writing and science
- NH-ALPs Raw scores at each index level for reading, math, writing and science
- NECAP Scaled Scores at each index level for writing and science
- NECAP Scaled Scores at each index level for reading and math
- Calculation of average index score description

Data Details: Reports for Reading, math and writing combine the data from fall NECAP with NH ALPs portfolios that were assembled during the prior school year. Reports for Science combine the data from the spring NECAP Science assessment and the NH ALPs science portfolio that was assembled during that same school year. Note that writing data is not provided for years prior to the 09-10 teaching (instructional) year.

Matching other reports: Note that the data in these reports will match/not match the following reports. Each report listed is accurate but might display different results due to different selection criteria.

- Data in the Combined report in the NH Profile will not match. In the Combined reports students are assigned to the Testing school not to the teaching school.
- Original Longitudinal reports will not match. It will also not match the data the Longitudinal reports due to different selection criteria. The original reports are for all NECAP tested students and these reports are for students who were in the teaching school > 90 % of the year and contain both NECAP and NHALPs tested students.
- Data in the AYP report will match for all grades Elementary/Middle, All grades High School for the following subgroups:
 - Whole school/Whole District
 - Race – Hispanic
 - Race - American Indian or Alaskan Native (Non Hispanic)

- Race - Asian (Non Hispanic)
- Race - Black or African American (Non Hispanic)
- Race - White (Non Hispanic)
- IEP - IEP during teaching year (SWD/IEP)
- SES - Economically Disadvantaged
- EL - Any English Language Learner (current, y1, y2)
- Data in the NH Performance based School accountability (Adequacy) system reports will match for all grades for the school for the following subgroups
 - SuperSubgroup - ALL SuperSubgroups - ELComp \geq 4, IEPSEG, SESSG
 - SuperSubgroup - English Language Learners (EL) with Composite \geq 4
 - SuperSubgroup - IEP during teaching year and Not EL
 - SuperSubgroup - SES Economically Disadvantaged and Not EL, Not IEP
 - SuperSubgroup - All Others - Not EL, Not IEP and Not SES

Note: see Description of Subgroups used in Adequacy Reporting at

http://www.education.nh.gov/instruction/school_improve/account_sys_performance.htm for more information on SuperSubgroups.

- Data in the School and district profile test results page will not match. In those reports the students are assigned to the Testing school not the teaching school.

Additional information: See additional information section below.

- *Percent of Students at each Student growth percentile grouping*
 - *Median SGP*
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Description of Growth Model

The New Hampshire Growth Model measures student growth by taking account of where a student starts and uses NECAP results for all NH students in a given content area and grade to quantify each student's annual progress. The resulting measure is called a student growth percentile. Similar to height and weight percentiles used to describe the relative height and weight of an infant compared to other infants of the same sex and age (e.g. a child's weight is in the 80 percentile as compared to all other male, or female, children), a student growth percentile describes the relative growth a student made compared to other students with the same achievement history—their academic peers. Academic peers are not an actual set of students but are constructed using all the state's data.

For more details on Student Growth Percentile see
<http://www.education.nh.gov/growth/index.htm>

Data Details:

Reports are for Reading and math for elementary and middle grades only. SGPs are only included for NECAP tested students. They must have valid scaled score for 2 years, not had any sessions invalidated and have had a composite score on previous ACCESS for ELLs > 4.0. Please see the subgroup description for "ELComp>=4 - English Learners with Composite >= 4.0" for more information.

Matching other reports: Note that the data in these reports will match for all grades for the following reports

- New Hampshire Growth Model will match for the following subgroups:
 - SuperSubgroup - ALL SuperSubgroups - ELComp>=4, IEPs, SESSG – Note this will match the whole school data on the bubble charts.
 - SuperSubgroup - English Language Learners (EL) with Composite >= 4
 - SuperSubgroup - IEP during teaching year and Not EL
 - SuperSubgroup - SES Economically Disadvantaged and Not EL, Not IEP
 - SuperSubgroup - All Others - Not EL, Not IEP and Not SES
 - IEP - IEP during teaching year (SWD/IEP)
 - SES - Economically Disadvantaged

Note: see Description of Subgroups used in Adequacy Reporting at

http://www.education.nh.gov/instruction/school_improve/account_sys_performance.htm for more information on SuperSubgroups.

Additional information for

- *Average Index Score*
 - *Percent of students at each index level*
 - *Percent of Students at each Student growth percentile grouping*
 - *Median SGP*
-

Teaching (instructional school): This is the school where the student was taught in the year leading up to the Assessment. For reading, math and writing this is the school for the previous school year.

Testing school: This is the school where the student took the assessment.

Assignment of results: Results for a student are assigned to the school/district where the student was enrolled for the instructional year leading up to the assessment (teaching school). Students are included in a school or district's index performance if they are tested and enrolled > 90% of the time at the instructional school/district.

Year: The year displayed is the instructional year. For example 10-11 is the 10-11 instructional school year for the fall 2011 NECAP.

Grade: The grade displayed is the instructional grade. For example grade 3 is the instructional grade for 4th grade students who take the NECAP in the fall.

Suppression: Results are not shown when the total number of students in the subgroup is less than 10

Races: Race designations have changed over time. Older race designations are reported to the most appropriate new designation (ex: white in 07-08 school year will be reported as Race - White (Non Hispanic)).

Show report by Grade: Will show the same grade over multiple years. This represents a different group of students each year.

Show report by Cohort: Will start at the cohort selected and show the results going backward in time of the next lowest grade. For example starting at grade 7 in 10-11 it will show results for grade 6 in 09-10, grade 5 in 08-09, etc. The cohort is not a fixed group of students. The students included in the report each year are the students who met the selection criteria for the selected subgroup/school for the year being reported. Some students will join the school/subgroup each testing cycle and some will leave.

For example you selected to view by cohort for the current grade 7 students and selected to view students with an IEP in the teaching year. This will select students in grade 7 for the fall 2011 NECAP who were IEP for that year. It will then select the students for the fall 2010 NECAP who were in grade 6 and had an IEP for that year. If a student's IEP

designation changed between the two years they will be in the subgroup for one year but not the other.

More information: For more details on Subgroups see "Description of Subgroups used in Adequacy Reporting" at

http://www.education.nh.gov/instruction/school_improve/account_sys_performance.htm

By Grade or By Cohort

By Grade

Looking at the data by grade shows a different group of students each year – ex: always 4th grade. The results each year could be different based on the diversity of the student groups. For example: one year could have an extremely talented class of 4th graders. This volatility is highlighted more when there are fewer students in a group. Having 1 or 2 students out of a group of 15 on either end of proficiency will have a large impact on the results versus those same 1 or 2 students in a group of 200.

By Cohort

Looking at the data by cohort attempts to look at the same group of students each year. In these reports the cohort is not a fixed group of students from year to year. The students included in the report each year are the students who met the selection criteria for the selected subgroup/school for the year being reported. Some students will join the school/subgroup each testing cycle and some will leave.

For example you selected to view by cohort for the current grade 7 students and selected to view students with an IEP in the teaching year. This will select students in grade 7 for the fall 2011 NECAP who were IEP for that year. It will then select the students for the fall 2010 NECAP who were in grade 6 and had an IEP for that year. If a student's IEP designation changed between the two years they will be in the subgroup for one year but not the other.

Looking at the data by cohort does give you some idea of how the group of students is doing over all. Again, differences in these reports are affected by the sample size.

How to get started?

There are a number of ways to look at data using these reports. The following is just a suggestion

- Review results for your whole school/district. Start with all grades then progress to a grade and cohort at a time.
- Perhaps look at specific subgroups you might have concerns about.
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What are the reports telling me?

Index scores

Percent at each index level

Looking at the percent of students at each index level report will give you an idea of how student results are distributed. You might have 100% above proficient in level 3 and 0% in level 4 or vice-versa.

Average Index Scores

After giving each student an index score they are then averaged. Of course you want your average to be as close to 100 as possible each year. Are your results fairly high each year? That's great. How about your growth?

Student growth Percentile (SGP)

Growth percentile information allows you to see how students in your school or district are doing in comparison to those in other schools in districts. If the growth is low then your students are not growing at a rate comparable to other students in the state who started at a similar spot.

Percent at each SGP grouping

Students are grouped according to their individual SGP score and this report shows you the percentage in each. Are there trends – a larger percentage in lower or higher groupings?

Median SGP

This is another chart where you want your average to be as close to 100 as possible each year. Is the trend improving? Great!

Sample Reports analyzed

This section will be provided soon.